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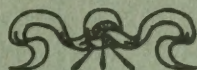
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# SIXTEENTH ANNUAL REPORT

OF THE

## New Brunswick

## Vocational Education Board

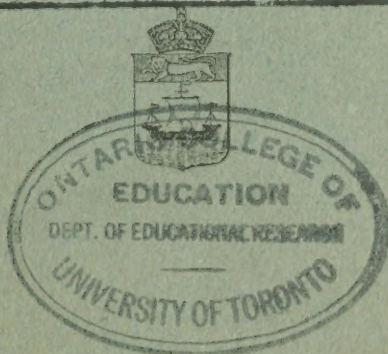


FISCAL YEAR ENDING OCTOBER 31

(School Year Ending June 30)

1934

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THE ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

A. S. McFarlane, Esq., M.A., LL.D.,

Chief Superintendent of Education,

Fredericton, N. B.

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Sir:

By direction of the New Brunswick Vocational Education Board and in accordance with Section 3 of the Vocational Education Act, 1923, I have the honour to present the following report:

Respectfully submitted,

W. K. TIBERT,

Director, Vocational Education.

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**New Brunswick Vocational Education Board**

**Members Appointed by the Board of Education**

Mr. J. D. PALMER, Fredericton, Chairman.

Rev. H. D. CORMIER, Moncton.

Mr. GEORGE R. MELVIN, Saint John.

Colonel A. J. BROOKS, M.L.A., Sussex.

**Members Ex-Officio**

Dr. A. S. McFARLANE, Chief Superintendent of Education,  
Vice-Chairman.

Dr. H. H. HAGERMAN, Principal of Normal School.

Mr. J. K. KING, Deputy Minister of Agriculture.

**Administrative Staff**

W. K. TIBERT, Secretary and Director.

MARION STERLING, Clerk Accountant.



# SIXTEENTH ANNUAL REPORT

OF THE

## New Brunswick Vocational Education Board

Fiscal Year Ending October 31

(School Year Ending June 30)

1934

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# SIXTEENTH ANNUAL REPORT

## OF THE

### New Brunswick Vocational Education Board

Fiscal Year Ending October 31

(School Year Ending June 30)

1934

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## GENERAL STATEMENT

This report covers the sixteenth year of the work of the New Brunswick Vocational Education Board, which is the school year ending June 30, 1934. The year under review witnessed few changes in our school programme. Interest was maintained and there were increased enrollments in all schools operating.

Due to financial conditions the Vocational Committee at McAdam decided to close its remaining department. It is expected that with returning prosperity this school will re-open. There was also some curtailment at Newcastle. Total enrollments, however, were greater than in the previous year. Full time day registrations reached 1381.

All Industrial Departments registered increases. The training offered in this department, combining as it does a good academic high school training and trade skills, is well adapted to meet the needs of the boy who will complete his school education in the High School. Boys who have graduated from this department have been more readily absorbed by industry than those who lacked the manual skills. 360 boys were enrolled in the Industrial High School Departments during the year.

Special classes were organized in the Home Economics Departments at Campbellton, Fredericton and Saint John for girls who wished to take special work in this department without taking the academic subjects of the regular home economics course. These classes rendered a worth while service to those who attended. We feel that this type of training should be extended and enriched. 119 girls were served in the Home Economics High School courses.

The Vocational Committee at Edmundston revived its Night School programme during the year. There seems to be an increasing interest in the evening school work.



## Conference

The annual conference of Local Directors was held in the Vocational Office on January 5th. Sessions were held both morning and afternoon when courses of study and supervision of classes came under discussion, with special emphasis on the need for a Home Economics Supervisor.

Those in attendance were:

Mr. W. K. Tibert, Provincial Director.  
Mr. J. MacKay Anderson, Campbellton.  
Mr. D. R. Bishop, Edmundston.  
Mr. Minot H. Brewer, Fredericton.  
Dr. Fletcher Peacock, Saint John.  
Mr. R. W. Maxwell, Woodstock.

## Provincial Board

The New Brunswick Vocational Education Board held three meetings during the year—October 25th, March 6th, and August 30th. The following members were in attendance at one or more meetings:

Mr. J. D. Palmer, Fredericton, Chairman.  
Dr. A. S. McFarlane, Chief Superintendent of Education, Fredericton.  
Dr. H. H. Hagerman, Principal, Provincial Normal School, Fredericton.  
Mr. J. K. King, Deputy Minister of Agriculture, Fredericton.  
Col. A. J. Brooks, M.L.A., Sussex.  
Mr. George R. Melvin, Saint John.  
Mr. W. K. Tibert, Fredericton, Secretary and Director.

## Director's Reports

(Vocational Education Board Meeting—October 25th)

Since my last report the Schools have opened for the Fall Term.

I regret to have to report that owing to financial difficulties the Vocational Committee at McAdam decided to close all departments for the school year ending June 30, 1934.

I was not surprised to learn that the Milltown Committee had decided to close its Commercial Department as it had practically closed itself owing to no new students being taken in for two years. I believe that they have taken the right step as the town is too small to furnish a student body large enough for a dual high school.

On September 12th I went to McAdam and supervised the crating of all equipment in the Industrial Shop. The Commercial equipment is in the Commercial Room and all doors are securely locked. As the annual school meeting voted to close the Vocational Departments for a period of one year, I am of the opinion that Clause 10 of their Agreement should not be enforced until the year expires, but I believe they should be told that unless they re-open some departments at the beginning of the next school year they must arrange to take over the building.



The Milltown Vocational Committee asked if we could dispose of their typewriters and the Carleton County Vocational Committee are ready to purchase three of these machines and Saint John and Edmundston will take the remainder, provided a reasonable price is placed on them. I went to Milltown on the 7th instant and met Miss Caughlin, head of the Commercial Department of the Carleton County Vocational School. We examined the machines and agreed upon a price of \$25.00 each. This price was accepted by the Milltown Vocational Committee. The following equipment is at Milltown:

- 21 Chairs
- 28 Desks
- 1 Teacher's Desk
- 20 Typewriter Desks
- 1 March's Dictionary
- 16 Typewriters
- 1 Metronome

During the present term I visited all the schools except Carleton County. I am waiting until the Agriculture group comes in about November 15th.

While, as mentioned above, there have been some losses still our total enrollment (1345) is larger than last year (1323).

On a recent visit to Campbellton I found that the number of girls taking the regular Home Economics course was small. While the teacher had four groups, about 70 in all, from the Junior High School there were five half days per week when she had only her own small group. I suggested to the Director and teacher that it should be possible to interest a group of girls who were out of school and who would be interested in Home Economics subjects if they were not compelled to take Academic work. They decided to try the scheme and I am happy to state that a class of 14 has been organized. These girls are receiving instruction in foods, clothing, and home management, that will help to prepare them for the biggest job any woman can undertake, that of helping to build a successful home.

The Edmundston School showed an increase and the same is true of Carleton County. In Fredericton and Saint John registrations remain about the same.

The increased enrollment in these schools has made it necessary to purchase some additional equipment. There will be sufficient funds unexpended from this year's appropriation to meet this and I advised the Vocational Committees in need of the equipment of the amount they may spend and that the accounts must reach us by November 5th so as to be included in this year's accounts.

The Government asked for our estimates earlier than usual this year. I prepared an estimate to distribute the \$50,000.00 allowed under the Act of 1923 among the schools and as salaries have been reduced and two schools closed it enabled us to increase the percentage without exceeding our allotment. The amounts as proposed for the next provincial year are just 20% below those laid down in the Vocational Act, but are 10% higher than those paid after the Federal Grant expired.

You will note that the item for Teacher Training has been omitted. Last year an amount of \$1292.00 was asked for and was struck out by the Government. After consulting with the Chairman we decided to leave that item out of the draft submitted with the understanding that there might be some changes made by the Board. The necessity for teacher training is as urgent today as ever and I feel that we should not allow this phase of our work to lapse entirely.

(Vocational Education Board Meeting—March 6th)

The reports for the first term have been received showing a total enrollment of 1345, divided as follows:

Agriculture	22
Art	21
Commercial	507
Home Economics	110
Industrial	272
Prevocational	327
Technical	86

Enrollments in High School Departments reached 1018, an increase of 237 over 1930 and during that period the McAdam and Milltown Schools were closed, together with one High School Department at Newcastle. Each year an increasing number of boys are enrolling in the Industrial Departments, but I feel that there is still room for improvement.

Boys spending three years in these departments secure a good academic training in all necessary academic subjects, and in addition secure training in manual skills that will enable them to secure work where the boy who has only his academic training will remain unemployed.

Our position in regard to the girls' work is not so promising. It seems more difficult to get the mothers of the girls to see that in the majority of cases their girls will be better fitted for the work they will have to do by taking the High School Home Economics course. I have recognized for some time that we need the services of a woman to work among the women of the different communities we serve, in order to create a greater interest in this phase of our work. It is important as it effects the home life of our people and that is the centre from which springs either prosperity or poverty. I sincerely hope that in the not too distant future our finances will be such that we can secure the part-time services of a supervisor. The Directors of our schools, recognizing this need, passed the following resolution at our Directors' Conference:

"Resolved by the local directors of Vocational Education in conference with Mr. Tibert at Fredericton, January 5th, 1934, that in view of the facts that for several years past the Home Economics work in the various schools in the province has suffered greatly from the failure to provide efficient province-wide supervision, and that present economic conditions make it more necessary than ever before that the schools render as great a service as possible in this work, and that it is impossible for the Home Economics Departments of the schools to function as they should in relation to the community without such supervision, that we respectfully and earnestly request the Vocational Board to appoint immediately, on the recommendation of the Provincial Director, a full-time Provincial Supervisor of the Home Economics work."



Our Estimates as approved by you at our last meeting were presented to the Government and, with the exception of the \$750.00, were approved. This item covered Short Courses and Teacher Training.

On January 15th I visited the Carleton County Vocational School and attended a meeting of the Vocational Committee where the question of the grant from the County Council was under discussion. You will recall that in my last report I stated that the Council had not contributed since the close of the school year June 30, 1933. The committee asked if I would accompany their Chairman, Mr. Mair, and interview the Council. We met them the following afternoon, received a very cordial and attentive hearing and a few days later I was notified that a grant of \$1500.00 had been passed. The Town of Woodstock has since passed its grant of \$2250.00.

On January 17th, in company with the Chairman, I visited Milltown where we were successful in arranging a settlement with the School Board respecting the Provincial claim against their school building. They agreed to pay the Province the sum of \$3,764.78, which is the total provincial outlay less the depreciation.

The equipment is being looked after. We took over fourteen (14) of their typewriters. These are being disposed of to the other schools—Woodstock 3, Edmundston 6, the Department of Agriculture 2. There are twenty (20) typewriter desks, 10 of which are being sent here and will be placed in the other schools as required.

The closing of this school is not a retrograde step, but simply correcting a mistake that was made under the stress of early organization.

The prospects are that there will be some expansion at Newcastle next year, just how much is uncertain as yet.

The school at Campbellton is a busy place this year, as in addition to the usual work the Industrial and Home Economics Departments are serving 100 students from Grade VIII. An effort is being made to interest a larger number of girls and boys in Vocational work and especially girls in the work of the Home Economics Department.

While the girls spend only one half-day per week in the classroom, the teacher is able to assign work for them to do at home that is equivalent to another half-day. I found them enthusiastic about the work and am convinced that if the mothers will leave to the girls the selection of their course a number will choose the Home Economics course for High School.

The situation is not so promising among the boys as it is impossible for the instructor to assign anything to be done at home.

The special class for unemployed girls is doing fine work. I was present at a luncheon served by this group and can vouch for the training they are receiving.

The regular High School grades are being well looked after in spite of the extra load.

On November 20th I visited the Moncton Night Schools and found that, in addition to the regular classes, they had organized a class in sewing for women from homes that were receiving Direct Relief. The class was free and supplies were being furnished by the city. The need became very apparent when you talked with the women and found that the majority of them had little, if any, knowledge of sewing and less of how to purchase or prepare food.

On returning home I took the matter up with our Chairman and suggested that we offer to pay the full salary rebate on classes organized for unemployed women, provided the classes were made free. We consulted the Premier and he approved the scheme. Two classes were organized in Fredrieton and two in Moncton.

The situation in McAdam remains unchanged. Shortly after our last Board meeting I wrote the Secretary of their Vocational Committee as ordered.

Beginning March 19th I plan to visit the Saint John and Edmundston Schools.

(Vocational Education Board Meeting—August 30th)

Between March 6th and the close of the term all schools were visited and equipment checked, with the exception of the equipment in the Saint John Vocational School. There is so much to be done in that school that we found it better to wait until the school is closed.

Some of our schools are in need of further equipment to take care of increased enrollments or to replace worn-out or broken items. I believe that an attempt should be made during the present year to give them some assistance.

We have an inquiry from Newcastle as to the purchase of a few typewriters. I thought it better to delay replying until I had the opinion of the members of the Board.

As to the character of the work being done in the schools, while I suppose one can hardly expect to attain his ideal, I believe the work of our teachers will compare favourably with similar work being done anywhere.

The value of the training given in the Vocational Departments is being recognized by the general public as never before and the result is that we are getting each year a better type of student. I believe that the whole trend of education is swinging more to the practical and this can be done without losing any of the cultural value which has been stressed heretofore.

Enrollments for the school year ending June 30th were as follow:

Day School		Evening School	
Prevocational	341		
Industrial and Technical	360		
Home Economics	119		
Commercial	498		
Agriculture	41		
Art	22		
	<hr/>		
	1381		818
			<hr/>
	GRAND TOTAL		2199



The Agreement with the Milltown School Board was completed and their cheque for \$2,720.00 passed to the Provincial Treasurer.

The equipment, which consisted of 16 typewriters and 20 typewriter desks, was disposed of as follows: We took over 14 typewriters at a price of \$25.00 each. Six of these were transferred to the Edmundston School; 3 to Woodstock; 2 sold to the Agriculture Department; 1 on loan to the Education Office and 2 in stock. We collected from the school boards 50% of the price to them and paid this over to the Milltown Board. We retain our interest in the machines in whatever school they are located. The amount paid over to date is \$98.00.

10 of the typewriter desks were crated and shipped to Fredericton and are now in stock and will be placed in the schools as needed. Milltown retained the other 10, so that all movable equipment has been disposed of and the equipment ledger closed.

The situation at McAdam remains unchanged with the exception that they have paid the rental charged for the room being used for an academic grade and in that way have recognized their indebtedness to the Board. I called this to their attention when acknowledging the cheque. This cheque has not been turned in to the Provincial Secretary-Treasurer as I am holding it until all the typewriters are disposed of, when the whole matter can be cleared up.

I am happy to be able to report that the Newcastle Vocational Committee has decided to re-open all its Vocational Departments at the beginning of the present term. The old teachers have been re-engaged but at greatly reduced salaries. In every instance they offered to do this in order to assist the Committee in re-opening the departments. The opening of these departments was brought about by popular demand as the training given, especially in the Industrial Department, was recognized as rendering a unique service to the community. I feel that every assistance possible should be given the Committee.

On May 22nd and 23rd I attended a Symposium on Adult Education which convened at Convocation Hall in the University of Toronto. To this Symposium came 84 delegates gathered from every Province in Canada and representatives from the Adult Education Associations of England and the United States. Two provinces only were represented by just one delegate each and those were British Columbia and New Brunswick.

Some 46 reports covering the work that could be classed as Adult Education were submitted by various educational institutions, organizations, and service clubs. I was surprised to find that there was so much Adult Education work being done throughout Canada. It was the consensus of opinion of the members of the Symposium that one of the best pieces of work being carried on at the present time is being done by the Extension Department of St. Francis Xavier University, Antigonish, Nova Scotia.

I have copies of the majority of the reports submitted, which I can supply to any member of the Board who might wish to read them.

A committee was appointed to take into consideration the matter of forming a Canadian Association. This committee consisted of representatives from all of the provinces of Canada. On June 20th we were called together at the Old University of Montreal Buildings in the City of Montreal. The expenses of this meeting were paid by the Carnegie Institute. Dr. W. L. Grant of Upper Canada College, who is also a trustee of the Massie Foundation, announced that The Foundation would bear the expense of taking a survey along Adult Education lines in Canada. This offer was accepted.

Articles of incorporation were drawn up and will be submitted to the Ontario Legislature at their next meeting.

The purpose of this Association is expressed as follows: "To encourage Adult Education and to serve as a clearing-house of information for organizations and individuals engaged in this work."

The need for Adult Education is becoming more apparent year by year. As the hours of labour are shortened, people have more time to devote to leisure and unless they are trained to do something worth while during those hours habits of idleness will undoubtedly be formed.



## FISHER BODY CRAFTSMAN'S GUILD

In 1931 the Fisher Body Corporation organized a contest for the youth of the United States of America in building a miniature Napoleonic Coach. A year later the contest was extended to include the boys of Canada. Considerable interest was created and boys in the Industrial Departments at Edmundston and Campbellton entered the contest and were successful in carrying off some of the awards. The following information was compiled by Mr. Martin Therriault, head of the Industrial Department of the Edmundston Composite High School:

"The first year we competed we carried off the First Maritime Award with a trip to Detroit (Wilbrod Cote) together with all the 1st Prizes given out on the various branches, as Wood Craft, Paint Craft, Hand Craft, Metal Craft. Won by George Turgeon.

"These were our only two entries.

"Wilbrod Cote was backed by his guardian Mr. L. H. Morneault of Edmundston. George Turgeon was backed by business men here.

"Total cash returns were \$228.00 that year.

"The second and last year we went in with four coaches. We carried off again the First Maritime Award in spite of keen competition from greater numbers with the trip to the Century of Progress at Chicago (Wilbrod Cote backed by the same man).

"George Turgeon won 1st Prize on Wood Craft, 1st Prize on Paint Craft, and also a 2nd Prize for Hand Craft (backed by himself this time with part of the last year's prize money, after he had paid back in full the monies advanced by the business men who backed him the year before).

"Albert Bard (backed by the General Motors Agents here) carried off 1st Prize in Metal Craft, and 2nd Prize in Paint Craft.

"And finally, Victor Charron (backed by his parents) won a 2nd Prize for Wood Craft.

"Total Cash returns for that year were \$235.00.

"All entries won prizes both years. Grand total returns amounted to \$463.00."

Since the introduction into Canada a Canadian organization has been formed, headed by Mr. R. S. McLaughlin, President, General Motors of Canada, Limited.

In 1933 the Provincial Directors of Vocational Education in Canada were constituted an Advisory Board to assist in arranging the contest. The judging is done during the month of August and this year we met first in Toronto as a Canadian group and then journeyed to Chicago where the two groups combined. Some 400 coaches were completed and judged. Twenty-four awards were made, totalling \$51,000.00 They varied from \$500.00 in the Junior class to \$5,000.00 in the Senior. These awards are in the shape of scholarships. Eight awards, valued at \$21,000.00, came to Canada.



ADVISORY BOARD, FISHER BODY CRAFTSMAN'S GUILD

(Canadian Section)

Back Row (left to right): F. S. Rutherford, Director, Vocational Education, Ontario;

G. R. Dolan, Principal, Balfour Technical School, Saskatchewan; John Kyle,  
Director, Technical Education, British Columbia; W. K. Tibert, Provincial Director,  
New Brunswick.

Front Row: S. T. Newton, Director, Technical Education, Manitoba; W. G. Carpenter,  
Director, Technical Education, Alberta.



## HOME ECONOMICS IN EDUCATION

Rheta M. Inch

During the recent years of financial difficulty Home Economics and Industrial Arts have been among the subjects most frequently dropped at the dictates of economy from the school curriculum. This practice does not agree with what educational people think according to a study carried on at the University of Iowa for seven consecutive summers. The course included a study of the principles and philosophy of education. The 750 members of the groups, made up largely of superintendents, principals, deans, directors, supervisors, and experienced teachers, classified a list of six subjects and six extra-curricular activities of high school students according to his opinion of their value in promoting the seven cardinal principles of education. The subjects chosen were as follows.

Latin  
Algebra  
English Grammar  
Home Economics  
Industrial Arts  
Commercial Work

Basketball  
Membership in debating Society  
Membership in dramatic Society  
Student Government Office  
Editor of the High School Paper  
Membership in Chess Club

Without exception, the combined ratings of the combined groups gave Home Economics first place and Industrial Arts came second. In contrast, Latin was invariably ranked last and Algebra next to last. These readings were sufficiently consistent from class to class to indicate an almost unanimous agreement that it is not the new subjects of Home Economics and Industrial Arts, but the old-established Latin and Algebra which fail to serve present aims of public school education.

Home Economics is a new subject and it is an adaptation to new conditions. Formerly, when living was simple the information given in the home by the parent was sufficient, but the increasing complexities of home life and civilization are demanding a new, stronger, and better course in Home Economics that will be able to preserve and strengthen our civilization. Henry Harap, the author of "Education of the Consumer," says: "The practical arts are the most fertile field in which social, economic, and esthetic growth can be cultivated. Home Economics once limited to the narrow manual skills of cooking, sewing, and cleaning is evolving into a study rich in its contribution to social and economic progress. It is losing none of its functional qualities; none of its immediacy to the situations of life; none of its appeal to the interest of students and none of its informality. Slowly it is weaving into its design threads of basic social fact and principle which will transform it into a potent force in shaping the future of our homes."

If Home Economics takes first place in our school curriculum then upon the schools and upon those who teach rests a responsibility for the development of this broad field of education. Such a curriculum must be of the highest rank. Every new discovery, any advance in food study, any advance in architecture, any new theory of lighting our homes, every new idea with reference to clothing and art, new labor saving devices, the care of children, our choice of books: all of these have their place in the first-rate curriculum which brings beauty, happiness, and efficiency into living.

The early courses in cooking and sewing bear little resemblance to the elaborate program of studies of child care and training, dietetics, home management, interior decoration, costume design, textiles, and family relations carried on at the present time in high schools, vocational schools and colleges.

A course in foods must teach not only the cookery of foods, but a balanced ration; the correct number of calories, vitamins, food elements, the cost and marketing of food, diet in sickness, with an appreciation of the values that make for palatability which is so closely related to correct and artistic service.

Clothing includes not simply the construction processes connected with making garments, but an idea of the fabric and adaptation of clothes to climate, season and a farther adaptation to the individual so that questions of color, and texture become an artistic subject as well as an economic one. Linked with this is the study of the source, manufacture, wearing quality and care of cotton, linen, silk, wool, and synthetic fabrics in relation to clothing and household textiles such as linen, draperies, and carpets.

Under the study of shelter is included the house in which we live, building materials, floor coverings, wall hangings, heating, refrigeration, lighting, furniture, china, silver, arrangement of rooms, and in many schools the study of the yard, flowers and vegetable garden.

More important than the study of food, clothing, and shelter is the study of the home and family—the program which studies the fundamental problems of the home, such as money management and savings particularly child growth and development and family relationships. The program of the future will stress more and more such a course and parent education should be an outstanding phase of adult education.

The study of art in relation to home economics enables a student through the study of art principles to choose her possessions wisely, to create beauty, and to better use these possessions. This is accomplished through a study of the principles of harmony, balance, emphasis, rhythm, proportion, and color applied to interior decoration, architecture, dress design, embroidery design, fine arts, garden planning, etc.

Home Economics makes a large contribution to the field of character training in developing as it has through the present crisis, community responsibility in assisting various agencies by making garments for relief work, remodeling and repairing clothing. Ideals



of service have been stressed in food classes by studying low cost menus containing adequate nourishment. The same spirit of service is evidenced in the school community in making costumes for plays and athletics and in catering for the school social life as well as the service rendered in assisting at home. Future courses will increasingly stress personality development and character training.

Home Economics in the public school is the beginning of training which eventually leads to the choice of a vocation, such as teacher, dietitian, tea-room manager, home, hotel, and restaurant assistants, interior decorators, to say nothing of the vast number of girls who eventually become mothers in the homes. "Our homes are what we make them—good, bad, or indifferent—and their precepts and practices are necessarily more or less sharply defined, intensified, and demonstrated in our own individual lives. They are fortresses from which the battles of life are really fought—the embrasures from which are fired 'the shots heard 'round the world' with more telling effect for weal or woe than any other worldly actions known to humanity." The above quotation is from part of the editorial of the first issue of Good Housekeeping magazine published fifty years ago.

Granted that Home Economics occupies a prominent place in a school system the subject must have rooms which are so equipped that they make one feel the very effect that the right kind of home makes one feel. Again to quote one of our leaders, "The place of Home Economics in the school curriculum demands the highest type of teachers, those of highest endowment by nature, those whose range of subject matter includes not only food, clothing and architecture, but an understanding of history, the classics, and literature, the significance of hospitality, the love of poetry, and the beauty of flowers. The people who make up the faculty of the home economics department must be of the highest order of intelligence combined with the highest culture of our land."

Home Economics has a future. Within our field is subject matter that in its real value compares favorably with that in any other field for most children and adults. It is likely to be of greater value to the average person than any subject in the curriculum. We hope Home Economics will emerge with renewed vigor, clearer objectives, and with increased ability to help people solve the problems of living more effectively and efficiently.

## REPORTS OF LOCAL VOCATIONAL DIRECTORS

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### Campbellton Composite High School

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Mr. W. K. Tibert,  
Director, Vocational Education,  
Fredericton, N. B.

Dear Sir,

I am pleased to be able to report that all Departments were kept open during the school year 1933-34, despite agitation in some quarters that the programme be curtailed.

The full time day enrollment for the year was 255, an increase of 91 over the preceding year, accounted for by our doing away with the Junior High School as previously constituted and organizing a new one consisting of all the Grade VIII classes in the town, giving us 146 boys and girls to take care of in the shops of the Home Economics and Industrial Departments. Besides their practical work in the shops all of these Grade VIII students had to be prepared to write the High School Entrance Examinations. I think that our reorganization of the Junior High School was a distinct step in advance. It is evident already that boys and girls entering Senior High now can choose their course more intelligently.

The Commercial Department had a successful year, although the enrollment was a little below that for the year before—80 compared with 99. The enrollment was distributed as follows: twenty-five in Grade IX, twenty-two in Grade X, fourteen in Grade XI, and nineteen in the One Year Class. We had twenty-eight graduates in June, a few less than in 1933. There was one change in our Staff. Miss Corinne Harquail was transferred to the Academic High, and Mr. Winston Scott, B.A., of Fredericton, assumed charge of the Academic subjects with the Commercial Classes.

Fifteen students were enrolled in the Industrial Department of the Senior High School—several more than in the preceding year. Seven of these were in Grade IX, five in Grade X and two in Grade XI. The last two were graduated in June. Also one Special student was enrolled, a boy who had completed his Commercial Course and who wished to take Woodworking and allied subjects, together with certain Academic work which is not given to Commercial students.



This group, together with the 70 Grade VIII boys, made the Department a very heavy one. The time is not far distant, I think, when an additional instructor will be an absolute necessity.

Only three girls were enrolled in the Senior High Course in Home Economics, but 75 Grade VIII girls took courses in Foods and Clothing.

Also it was found possible to organize a special part-time class of eleven girls who otherwise would not have been attending school at all. The majority of these girls had had little opportunity to learn anything about Home-making, so that it seemed to me to be work worth doing.

As in the preceding year it was not found possible to organize any evening classes.

Respectfully submitted,

J. M. ANDERSON

Local Director.

### Campbellton Vocational Committee

W. F. Yorston, Chairman.

Mrs. S. MacLauchlan.

P. W. Caldwell.

Mrs. E. Champoux.

J. A. Bissett.

W. H. Miller.

Donald McLean, Secretary.

## BOARD OF SCHOOL TRUSTEES, CAMPBELLTON

## Vocational Accounts

Year Ending June 30th, 1934

## RECEIPTS

Grant from School Board .....	\$	7,592.29	
Tuition .....		640.00	
Commercial Department .....	\$	60.46	
Industrial Department .....		64.69	
Commercial Text Book Co. ....		24.11	
Text Book Account .....		106.55	
			252.51
Miscellaneous Receipts .....			8.22
Refunds from Provincial Vocational Board			
On acct. Salaries 1933 .....	\$	805.96	
On acct. Salaries 1934 .....		4,522.31	5,328.27
			\$13,821.29

## EXPENDITURES

Bank Balance June 30, 1933, overdrawn .....	\$	81.37	
Commercial Dept. Expense .....		130.23	
General Expense .....		.89	
French Dept. Expense .....		4.84	
Home Economics Expense .....		124.96	
Industrial Dept. Expense .....		289.26	
Interest & Exchange .....		.65	
Janitor's Salary (Propor.) .....		414.00	
Teachers' Salaries .....		12,249.06	
Bank Balance June 30, 1934 .....		529.03	
			\$13,821.29



## Carleton County Vocational School

Mr. W. K. Tibert,  
Director, Vocational Education,  
Fredericton, N. B.

Dear Sir,

I beg to submit herewith a brief resume of the operation of the Carleton County Vocational School for the year ended June 30th, 1934 marking the termination of the fifteenth year of useful service for New Brunswick's first day vocational school.

The year under review saw the nine hundred mark reached in number of full-time, regular students served since the school's inception, when the total reached nine hundred and four. Since 1919, and including this year's enrollment, our Commercial Department has served 430 students, 282 students enrolled for the two-year Course in Agriculture and Farm Mechanics, and from our Home Economics Department 192 young ladies have been graduated. Of the Commercial students catered to during the first fifteen year, 218, or 50.7%, were County residents, while in the Home Economics enrollment, totalling 192, 43.3% were Town residents, the remainder County. The total Agricultural enrollment for the fifteen year period is classified 100% County. So, of the total number of full-time, regular, students served since the establishment of the school, over two-thirds, 67.45%, to be exact, were residents of the County of Carleton, outside the Town of Woodstock. The school is maintained jointly by Town and Municipality.

In addition to the full-time students enrolled for the regular, prescribed courses, this school annually has served, and continues to serve, an average of one hundred and fifty-one pupils of the intermediate grades of the public schools of Woodstock for an average total weekly allotment throughout the year of eight hours, the division as between boys and girls averaging eighty of the latter, who were given Domestic Science instruction, and seventy-one boys who pursued a Manual Training Course. So, while the average enrollment in the three full-time departments of the school, staffed with a total of five teachers, for the past fifteen years, very slightly exceeds 60 students, when the part-time attendance of public school students is added it averages 211. For the year under review, the attendance is 67 regular students and 7 specials in the three Departments, made up as follows, Commercial 41, Agriculture & Farm Mechanics 21, and 12 in Home Economics, a total of 74, while the number of public school pupils served, many of them county students, totals 143, giving a grand total of 217, or an average per teacher for the five-teacher staff of 43 enrolled students.

Interest and enrollment in our school has been maintained throughout these years of depressed economic conditions. Lack of adequate aid, the result of withdrawal of Federal grants to Vocational Education and the curtailment of local assistance, made necessary be-

cause of local circumstances, has not tended to lend encouragement or afford conditions conducive to advancement. Continuation of the full program under conditions of drastic curtailment of revenues during the year under review has been made possible only through the personal, voluntary, contributions made by members of the teaching staff.

Our Closing Exercises, held for the fourteenth consecutive year outdoors, on the school lawn, without interruption by rain or inclement weather, were attended by upwards of twelve hundred people, the majority of whom were residents of the County, and the program rendered brought forth much commendation to the school, and to Miss Garce L. Caughlin, under whose supervision this feature of our school activities is sponsored. The class of 1934 presented "Everyyouth", a morality play. The cast included the entire graduating classes and the program was well received. Everyyouth was suggested by the fifteenth century Everyman but the language and treatment were modern. Everyyouth was searching for the King's Jewel, and his quest took him first to the Well at the Crossroads on the Highway of Adventure, and later to the Old Inn at the Portage, called the House of Experience. The characters were personified abstractions, such as Idleness, Vanity, Superstition, Knowledge, Goodwill, War, Peace and Education; but they were real persons, too, and the story interest apart from the allegory, was prominent throughout the play. The moral problems were live, present day issues. Drills, dances, music choruses, and solos, introduced throughout the program of two hours' duration, contributed in no small measure to the success of a delightful entertainment. The prologue and epilogue were given by a fairie queen and the background, a gorgeous sunset fading into twilight, provided the setting needed to complete the illusion of a visit with the fairies.

Respectfully submitted,

R. W. MAXWELL.

Local Director.

### Carleton County Vocational Committee

E. W. Mair, Chairman

W. S. Sutton

Daniel Stewart

F. C. Squires

Warden Fred Brown

J. E. J. Patterson

R. W. Maxwell, Secretary



## Edmundston Composite High School

Mr. W. K. Tibert,  
Director, Vocational Education,  
Fredericton, N. B.

Dear Sir:

During the school year 1933-34, our Vocational Department's operated on the same organization as during the previous year. That is, the Domestic Science and one Junior High School department remained closed and there is no prospect of their being re-opened during the coming year. Notwithstanding that the enrollment in all departments increased from 103 to 126. That increase was distributed quite evenly over all departments and the total was the largest enrollment that our Vocational Departments ever obtained here.

The following table gives our enrollment by departments for the last three years:

Class	1931-32	1932-33	1933-34
Commercial Classes .....	41	57	62
Junior High School .....	66	35	29
Home Economics .....	6	—	—
Special Students .....	4	11	—
Electrical .....	9	4	14
Industrial .....	—	—	18

(Formerly Industrial students were classified with the Junior High School)

The figures given are for the second term and do not entirely coincide with the total for the year but they indicate an enrollment to the extent of overcrowding, since in 1931-32 we had two additional teachers.

There were three staff changes during the year. Mr. Oneil Guerette was added to the Commercial staff. Miss Marguerite Taylor teacher of Stenography and Mr. Ernest Picot, head of the Junior High School Department, particularly able and effective teachers, resigned and were replaced by Miss Greta Hayes and Mr. Henry Clavette, B.Sc.

For the year 1934-35, we have completed plans for a one-year commercial course for those who hold a graduation diploma from an academic high school course or its equivalent. There is already a sufficient enrollment assured to justify such a course and the local demand for our commercial graduates warrants a course of this kind, since most of our capable students find good positions either before or soon after the completion of their work. At present all but one of our graduates of last June have positions.

The local financial situation looks better and I believe the danger of a further curtailment of this work is now definitely not considered, but rather it is now the appropriate time for a consolidation of the courses that we are giving. It seems to me that much could be done in the way of standardization of our courses and text books. A Summer School course for all vocational teachers would be very

desirable and while in attendance there, the teachers could revise the present outline of courses and make some effort to procure suitable text books which would be considerably cheaper than those we are now using.

Respectfully submitted,

D. R. BISHOP

Local Director.

### Edmundston Vocational Committee

P. H. LaPorte, M.D., Chairman

D. M. Martin

T. M. Richards

Jos. Pelletier

Cecile Matheson

Mrs. Jeanne L. Landry, Secretary

## Fredericton Composite High School

Mr. W. K. Tibert,  
Director, Vocational Education,  
Fredericton, N. B.

Dear Sir:

The brevity of this, my first report as Local Director, is due to the fact that the report deals with a period of time in which I did not have the supervision of the vocational work in the Fredericton Composite High School.

All Vocational Departments of the day school were in operation during the school year 1933-34. There were no changes in either courses or teachers.

The total number of students enrolled in the day classes was 124, with the following distribution by departments and grades: Commercial Department 65, of whom 24 were in grade eleven, 19 were in grade ten and 22 were in grade nine. In the Junior and Technical Departments, including Home Economics, there were 59, of whom 13 were in grade eleven, 15 were in grade ten, 19 were in grade nine, and 12 were in grade eight.

The number of graduates from the Commercial Department was 24, of whom seven have found employment. The number of the previous year's graduates who have found employment shows that most of the graduates of the Commercial Department have obtained positions before the completion of the second year after graduation.

From the Technical Department there were twelve graduated; of whom seven have found employment.

The Evening Classes of the Fredericton Vocational Committee were conducted during both terms of the school year with a total enrollment of 239. The General Education Classes have been discontinued for some time. I hope to see these reorganized within the near future.

The prospects, at the time of writing, would indicate that before the time comes for writing another report there will be additional information to give, as well as a report of a considerable increase in the attendance of both day and evening classes.

Respectfully submitted,

O. V. B. MILLER,

Local Director.

## Fredericton Vocational Committee

G. Clowes VanWart, M.D., Chairman.  
Mrs. W. G. Clark.  
R. B. VanDine.  
C. K. Palmer.  
Murray Hagerman.  
R. D. Hanson, Secretary.



## Newcastle Composite High School

Mr. W. K. Tibert,  
Director, Vocational Education,  
Fredericton, N. B.

Dear Sir:

A report of our Vocational School for the year 1933-34 is a very difficult one to make—or perhaps a very easy one, depending on the point of view.

Financial conditions compelled the Board to close, for one year, the Household Science and Industrial Departments and to carry on the Commercial Course with only one teacher, Mr. R. F. Lumsden.

Four students were graduated from the regular three-year course and three from the one-year Special. Of these two have secured office employment in other parts of the Province.

The future of the Newcastle Vocational School now appears brighter. In September 1934 all departments were re-opened and all teachers re-engaged. The vocational work seems to have lost none of its popularity, since all courses show a bigger enrollment.

Respectfully submitted,

J. H. BARNETT,

Local Director.

### Newcastle Vocational Committee

R. Nicholson, M.D., Chairman.  
F. E. Lock.  
G. G. Stothart.  
F. C. McGrath, M.D.  
Mrs. James Stables.  
B. A. Tozer.  
C. P. McCabe.  
Mrs. Marjory L. Fowlie, Acting Secretary.

### Newcastle Vocational Committee

#### RECEIPTS AND EXPENDITURES

July 1, 1933—June 30, 1934

#### RECEIPTS

Amount from Board of School Trustees .....	\$ 523.59
Repaid for Salaries, N. B. Vocational Board .....	726.41
	<hr/>
	\$1250.00

#### EXPENDITURES

Salary, Director .....	\$ 50.00
Salary, Commercial Instructor .....	1200.00
	<hr/>
	\$1250.00

## Saint John Vocational School

Mr. W. K. Tibert,  
Director, Vocational Education,  
Fredericton, N. B.

Dear Sir.

We are glad to report a record day attendance last year in the Saint John Vocational School. The total day enrollment was 768, the highest in the eight years of the school's history. This, added to the 240 enrolled for evening study, makes a grand total of 1,008 upon our records for the school year ending June 30, 1934.

### COMPARISON BY DEPARTMENTS FOR FOUR YEARS

The attendance for the past four years has been distributed among the six departments of the school as follows:

	1930-31	1931-32	1932-33	1933-34
Junior High School .....	228	163	122	154
High School of Commerce .....	191	223	257	234
Industrial High School .....	150	202	196	209
Practical Arts High School .....	72	92	88	78
Technical High School .....	62	66	64	71
Applied Art High School .....	22	20	17	22
	<u>725</u>	<u>766</u>	<u>744</u>	<u>768</u>

### THE JUNIOR HIGH SCHOOL

The Junior High School is an institution not yet fully understood by the people of our city and province. It is intended to be the educational clearing-house for adolescents, all of whom should enjoy its advantages, in the interest of their own happiness and that of the taxpayer.

Why, for instance, should not all the pupils 13 to 15 years old of the north end of Saint John enjoy try-out and broadening experiences in connection with the shops, laboratories, garden, art studio, gymnasium and other modern facilities of the Vocational Junior High School? Such experiences taken concurrently with the academic training of Grades VII, VIII and IX would guide the students in the selection of high school courses in such a way as to eliminate a large proportion of the alarming number of failures in high school and later.

### THE SCHOOL OF COMMERCE

The staff of this department was strengthened by the addition of Mr. E. H. Brewer, B.Sc. Mr. Brewer, a graduate of the Fredericton High School and Chicago University, is a specialist in Commercial Education of Secondary Grade. He has taught at Fredericton and McAdam Jct. In addition to the subjects reported earlier, our advanced commerce students now have the advantage of instruction in business organization and management.



COMMERCIAL ART STUDENTS  
SAINT JOHN VOCATIONAL SCHOOL  
Studying the exhibit of work by members of the Royal  
Scottish Society of Painters in watercolor.



There would seem to be need for a complete re-organization of secondary commerce courses, or rather, for the formation of additional courses in such subjects as salesmanship, economic geography, finance and foreign trade. Hitherto we have devoted almost all of our attention to preparing recruits for the overcrowded fields of stenography, bookkeeping and other purely office work. There is doubtless a field in Saint John for the expansion of this school so that it will prepare high class secretaries, productive sales people and well-trained, young business executives.

### THE SCHOOL OF INDUSTRY

The Industrial Department has had the largest enrollment in its history during the past year. The Advisory Committees from the different trades, that assisted so effectively when the school's equipment was installed, have met recently and surveyed the plant. The check-up showed the wear and tear of eight years to be quite evident, and very soon considerable expenditures will have to be made for equipment replacement.

One of the most constructive suggestions arising out of the meetings of trade advisory committees was that the construction and draughting shops co-operate in the carrying through of a housing programme that is likely to be initiated soon in the province.

We wish to acknowledge the services of the practical men from industry who serve on our advisory committees. Through them the school is able to maintain a vital contact with industrial conditions that is most helpful. We believe such liaisons could profitably be established between our Commercial, Home Economics and Art Departments and the fields of the world's work which they seek to serve.

The personnel of the committees is as follows:

#### DRAUGHTING ADVISORY COMMITTEE

H. S. Brennan, Architect  
J. K. Gillies, Alward & Gillies  
A. G. Watt, Saint John Dry Dock  
Milner Wood, T. McAvity & Sons

#### MACHINE SHOP ADVISORY COMMITTEE

D. V. Crosby, T. McAvity & Sons, Ltd.  
F. S. A. McMullin, Labour representative  
G. S. Miller, Saint John Iron Works  
R. A. Ring, Atlantic Sugar Refinery  
A. E. Stephenson, E. S. Stephenson & Co.

#### ELECTRICAL ADVISORY COMMITTEE

Jas. E. Bann, C. P. R.  
J. B. Eldridge, Atlantic Sugar Refinery  
R. Harris, N. B. Power Co.  
E. R. W. Ingreham, Vocational Committee  
G. F. Stirling, Jones Electric Co.  
George R. Melvin, N. B. Vocational Board  
A. A. Turnbull, N. B. Telephone Co.  
Jas. Whitebone, Motion Picture Operators  
Barry Wilson, Civic Hydro Commission

**MOTOR MECHANICS ADVISORY COMMITTEE**

Newton Jones, Golden Ball Garage  
 R. M. Lawson, Creighton & Smith Motors  
 O. S. McIntyre, Battery Service  
 Arnold McLeish, Battery & Electrical Service  
 W. A. Moore, Moore Service Station  
 O. E. Wallace, J. Clark & Sons, Ltd.  
 F. E. White, Fred White  
 Alex Wilson, Vocational Committee

**PRINTING ADVISORY COMMITTEE**

J. W. Barnes, Barnes & Co., Ltd.  
 J. R. Hopkins, Hopkins Press  
 H. A. Mantle, Typographical Union  
 J. E. Osborne, Union Apprenticeship

**WOODWORKING ADVISORY COMMITTEE**

F. R. Barbour, Atlantic Sugar Refinery  
 C. S. Christie, Christie Woodworking Co.  
 H. C. Evans, Murray & Gregory, Ltd.  
 John Flood, J. H. Flood & Sons, Ltd.  
 W. E. Roop, T. S. Simms & Co., Ltd.  
 W. K. Tibert, Provincial Director, Vocational Education  
 V. D. Webster, local carpenter

**A CYLINDER PRESS AND THE SCHOOL PAPER**

When the Print Shop was equipped only a small job press was installed, although it was admitted that the shop could never do the most effective work without a cylinder press. Last year the students initiated a school paper called "The Challenger". The printing of this on the job press proved very difficult. The "Challenger" staff, therefore, offered to pay 25% of the cost of a small cylinder press. The offer was accepted with the result that Print Shop equipment has been greatly improved. Incidentally, the school paper has already taken a large and important place in the life of the school. It forms a literary, business and shop project of great educational value.

**THE PRACTICAL ARTS SCHOOL**

There have been 78 enrolled for Home Economics during the year under review. Since home-making is the vocation upon which eighty per cent of our girls will eventually enter, it seems strange and regrettable that more girls do not take advantage of the excellent high school and special courses offered in this field. This situation constitutes a real challenge. Our Vocational School should in some way extend its services to the homes much more generally.

**NEW COURSE PROPOSED**

In the hope of making some advance in this connection, a new Practical Arts Course is planned for next year to meet the needs of girls who have passed Grade VIII, but who are not interested in high school work. This class will be limited to twenty for the first year, and the foods work will be linked closely with the school cafeteria. In this connection it will be a thoroughly practical trade course. Besides foods and clothing, the girls will study applied arithmetic, English literature, expression, applied art and physical education.

### HAIRDRESSING

The one girls' course for which we always have a waiting list is Hairdressing. Just here we most regretfully report that Miss O'Brien our efficient teacher of hairdressing, has resigned because she finds it more profitable to work in the trade than to teach. She carries with her the esteem and good wishes of all who associated with her at the Vocational School.

Since the opening of the Hairdressing branch in 1929, 96 girls have graduated. Of these, 56 are reported working in the trade now, 6 are at home, 9 have married, 6 are working at other vocations, 1 is dead and 18 have not reported. Fully 75% have gone forward as workers in the field for which they trained. Some of these are now making a larger income than their teacher.

### MORE EQUIPMENT AND LARGER SPACE NEEDED

Our space and equipment for Hairdressing have always been inadequate. It is remarkable that Miss O'Brien has been able to produce such good results under such adverse conditions. Because of the insistent demand for this course, it is advisable to move into a larger room, and to procure the permanent wave and other equipment necessary to make the training adequate to meet the demands of the trade. As there is no other hairdressing school in New Brunswick, there is considerable scope for service in this connection.

### THE TECHNICAL HIGH SCHOOL

This department has an enrollment of 78, and there seems great opportunity for it to grow. The science and engineering departments of universities have expanded greatly in recent years. Non-Latin matriculants are becoming more numerous everywhere. A non-Latin high school course with a strong background of practical subjects should have a wide and increasing appeal. Our Technical High School graduates have given a good account of themselves in Maritime Universities.

### SCHOOL OF FINE AND APPLIED ART

Twenty-two students specialized in Commercial Art last year. As far as we know, all who have graduated in this field have found employment in the industries and business houses of the province. There seems to be an outlet for good commercial artists.

### TRAVELLING EXHIBITS

The Art Department of the Vocational School during the year under review, has initiated an important service for the promotion of art in Saint John. We have no art gallery, which has made it difficult, if not impossible, for our young people to have the great advantage of seeing many of the works of Canadian and other artists.

In co-operation with the National Gallery, circulating exhibits will in future be brought here from time to time and hung in the Vocational School gymnasium. These will be open to the pupils and the public for from one to two weeks in each case. The plan was initiated with a group of pictures by noted Canadian artists in November, 1933.



## SEVEN SHAKESPEAREAN PLAYS

While every department of the school has a practical characteristic peculiar to itself, there are common, unifying subjects which are studied by all of them. Among these may be mentioned English and public speaking.

During the past eight years the Vocational students have presented seven Shakespearean plays. Not only have these plays vitalized the study of English literature, but the costuming, staging, lighting, printing, ticket-selling, etc. all being done by the students, have served as ideal projects for teaching co-operation and good citizenship.

## WILSON MacDONALD

An outstanding literary event in the school year was the visit paid us by the Canadian poet, Wilson MacDonald. Mr. MacDonald held the students spellbound for an hour with a recital of his poems at a morning assembly. He was also heard with great pleasure by a capacity audience in the evening.

## SECOND ANNUAL AT HOME

The second annual At Home of the school was held on May 31 and June 1, 1934. Large crowds attended, and all seemed much interested in the programme and display.

## VISUAL EDUCATION AND RADIO

We feel that the teaching of our students could be lightened, vitalized and greatly enriched by a proper use of the many means of visual education now available. Slides and films have been prepared by commercial and educational agencies, dealing with a very wide range of subjects. There is a well arranged projection room in our auditorium. The interests of the students would surely be well served if a suitable motion picture machine were installed, and a systematic visual education service established.

Now that guidance and educational programmes are being broadcast each week, we feel that it would be a great advantage to the boys and girls if a radio were installed so that they could avail themselves of some of the excellent radio courses.

## EVENING SCHOOL

The evening school enrollment has fallen to 240 individuals. This marked decrease is due to the fact that tuition fees were advanced to cover the cost of instruction. It should be pointed out, also that with the present charges, only those enroll who are in real earnest. The work of the night classes has therefore been of a high order.

Following are the subjects with numbers enrolled:—

Bookkeeping .....	17	Hairdressing .....	19
Chemistry .....	7	High School Subjects .....	18
Cooking .....	15	Motor Mechanics .....	26
Dressmaking .....	31	Shorthand .....	12
Electricity .....	13	Structural Steel Drafting .....	21
French .....	13	Wireless Telegraphy .....	14
General Education .....	24	Typing .....	10

Total 240

## BETTER TIMES

With the return of better economic conditions, we hope to again build up our night school enrollment, to restore the short courses that have been temporarily discontinued, and to make general advancement.

We hope that very soon the government will find it possible to restore grants in full and resume its policy for professional improvement of vocational teachers.

Permit me to thank you, sir, for courtesy and help extended to us during the year by yourself and your office.

Respectfully submitted,  
FLETCHER PEACOCK,

Local Director.

## Saint John Vocational Committee

L. M. Curren, M.D., Chairman.

Mrs. E. R. Taylor.

E. R. W. Ingraham.

John MacKinnon.

Alexander Wilson.

W. C. Cross.

James W. Brittain, Mayor.

Miss Ellen T. Reed, Secretary.

## THE VOCATIONAL COMMITTEE OF THE CITY OF SAINT JOHN

## Assets and Liabilities

June 30th, 1934

## ASSETS

Furniture . . . . .	\$ 1,317.52
N. B. Government alc Teachers' Salaries . . . . .	1,767.00
Insurance Premiums Unearned . . . . .	\$ 5,808.20
Boiler Insurance Premiums Unearned . . . . .	26.13
Insurance Premiums Unearned Sprinkler Risk . . . . .	42.82
	<hr/>
	5,847.15

## Tuition Fees Outstanding.—

1929-1930 . . . . .	\$ 60.00
1930-1931 . . . . .	480.00
1931-1932 . . . . .	316.00
1932-1933 . . . . .	286.00
1933-1934 . . . . .	4798.00

2,640.00

Cash on hand . . . . .	60.00
Sprinkler System . . . . .	14,492.14

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\$26,123.81

## LIABILITIES

Bank of Nova Scotia Dr. Balance June 30th, 1934 . . . . .	\$ 1,654.60
Coupon Interest Accrued . . . . .	3,945.22
Insurance Agencies (Sprinkler System) . . . . .	2,440.58
Sprinkler System Contract . . . . .	12,051.56
Surplus of Assets over Liabilities . . . . .	6,031.85

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\$26,123.81

## THE VOCATIONAL COMMITTEE OF THE CITY OF SAINT JOHN

**Receipts and Expenditures**

Year 1933-1934

## RECEIPTS

Assessment City of Saint John .....	\$ 83,976.64
Tuition and Night School Fees .....	4,479.50
N. B. Government a/c Teachers' Salaries .....	21,053.61
Sale of Materials .....	432.34
Challenger a/c School Press .....	161.95
Telephone Refunds .....	5.13
Employees' Taxes .....	1,263.54
Fees Outstanding Paid .....	1,630.00
Bank of Nova Scotia June 30, 1934 overdraft .....	1,654.60
	<hr/>
	\$114,657.31

## EXPENDITURES

Bank of Nova Scotia Dr. Balance June 30th, 1933 .....	\$ 10,632.10
Salaries, Director & Teachers .....	54,139.57
Officials .....	1,347.57
Engineer .....	1,500.00
Janitors and Care .....	2,534.60
Repairs .....	1,301.19
Coal .....	2,246.12
Fuel .....	26.40
Water .....	122.83
Light & Power .....	1,448.10
Expense .....	2,567.06
Supplies .....	3,401.06
Printing .....	31.20
Advertising .....	318.43
Insurance Agencies .....	2,928.69
Workmen's Compensation .....	27.91
Equipment .....	1,758.25
Coupon Interest .....	22,316.93
Sinking Fund Contribution .....	4,171.87
Tuition Refunds .....	120.00
Employees' Taxes .....	1,263.54
Interest on Overdraft .....	453.89
	<hr/>
	\$114,657.31



## THE VOCATIONAL COMMITTEE OF THE CITY OF SAINT JOHN

**Estimates for 1934**

Salaries, Director and Teachers .....	\$ 53,600.00
Officials .....	1,350.00
Engineer .....	1,500.00
Caretakers .....	2,500.00
Fuel, Water, Light & Power .....	3,800.00
Supplies .....	3,700.00
General Expense .....	2,300.00
Printing & Advertising .....	300.00
Repairs .....	1,500.00
Insurance .....	2,928.69
Coupon Interest .....	22,237.04
Sinking Fund .....	4,171.87
Auditors' Fee .....	200.00
Equipment .....	1,250.00
Bank Interest .....	600.00

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\$101,937.60

—LESS—

Estimated Receipts from Tuition .....	\$ 5,000.00
Estimated Receipts from Sale of Materials .....	500.00

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5,500.00

N. B. Government's proportion Teachers' Salaries .....	\$96,437.60
	20,500.00

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\$ 75,937.60

## THE PLACE OF COMMERCIAL EDUCATION IN THE SECONDARY SCHOOL

Mrs. Louise Bailey

There have been revolutions in history—many of them, Industrial Revolutions, Scientific Revolutions, Social Revolutions, Revolutions in Thought, and Revolutions in Education. These revolutions are not the causes, but the effects of changing civilizations.

It is a new doctrine that education should make a better society. For many centuries the reason for education was to raise a few above their fellows—to separate them from the crowd. The aim was not that the educated man should serve others, but that others should more surely serve him. To accomplish this purpose it was as important to keep education away from the many as it was to present it to a chosen group. Then the notion came that it might be safe to let everyone learn to read. Next came the radical suggestion that the state ought to bear a part, or even all of the expense of supporting schools. Then some were horrified at the suggestion that education at the public expense might properly include more than the three R's, or even that the bodily welfare of those attending school should be looked after, and a few crazy radicals went so far as to say that the learning process might be carried on even though the pupil were at the same time allowed to be happy. Another revolutionary idea claimed that the education of an individual might be promoted even beyond the elementary stage by means of subject matter that is in itself useful. Of course useful knowledge always has been taught, but much of it because it was necessary as a means of further instruction. It was the boast of the conservative educators of the good old days that only those branches of knowledge worthy of respectable mention in the schools were those which could not be converted into instruments of sordid gain.

In much of this revolutionary history the prophets of commercial education have played a leading part.

But whither are these changes leading us?

In almost every field of human activity within the last generation, and more particularly within the last decade, these changes have been rapid and beyond the wildest dreams of the most advanced thinkers. In business we are already into the era of mass production and distribution. In science we have reached that forward position in which we are governed by what we want to see accomplished rather than by the recognition of any limitations of our own. The advance in the professional field is no less marked. Dr. Charles Mayo, the great surgeon, is authority for the statement that the average length of human life has been extended twelve years since 1865, and the Shriners' Hospital for Crippled Children shows miracles in surgery considered impossible a few years ago. These changes in the fields of industry, science, finance, and the professions have necessitated a very high degree of specialization and an almost

unbelievable speeding up on the part of the workers. Evidences of this specialization and speeding up are so many and so obvious that already this has become known as an era of specialization.

There is too much knowledge available and accessible for one mind to comprehend it all, as was perhaps possible in the Middle Ages. A lifetime today would hardly suffice to compass any one field of human endeavor. Therefore we are forced to specialize, to concentrate within our own special limits without waste of effort or of subject matter.

In the early part of the eighteenth century the Latin Grammar schools were exclusively for the favored few who were training for medicine, law, or the church. In the latter half of this century academies sprang up with the rise of the middle class. The education in the academies was more liberal, although it was largely dominated by the colleges. The real high school did not come into its own until the last quarter of the nineteenth century. A rigid academic curriculum, admirably adapted to the requirements of those who were going to college, made little appeal to those who were not going to college. With these conditions existing it is easy to see how the occasional evening or afternoon school grew into a permanent business school in communities large enough to support such an institution. Until the late nineties the bulk of education for business was offered by private institutions generally known as business colleges. With the beginning of the new century, however, ideas changed regarding the responsibility of the state for education of a vocational nature. The handful of public secondary schools, which in 1890 offered courses in commerce, has now increased to include nearly all the high schools in the country.

In the early fifties business was small. The boy who wished to learn the technique of business, or whose father was anxious for him to do so, usually received a short technical training in a business college. After this course he worked as an apprentice in some business. His associates and his employer were his instructors. His close contact with all that transpired, his actual participation in various positions, and the insight gained in the conferences attended were soon to develop in him a keen appreciation of the importance of business administration.

When the first stenographers and secretaries were trained, hardly more than a generation ago, business training consisted of a course in shorthand, typewriting, and spelling. Sometimes a little English was thrown in for good measure to give "tone" to the course and to justify an increased tuition charge, but it was deemed sufficient for a stenographer to be able to write in shorthand what he heard, and to type it on the typewriter, incidentally spelling it correctly. Today the business man expects his secretary to be able to think. Modern business has heaped upon his shoulders more burdens than he can conveniently carry, and so long as he must have help, he wants it intelligent help. His secretary must be able to anticipate much of the routine that would ordinarily devolve upon him. Yes, his secretary must be able to write a letter in good English quite as well as the boss



himself. She must know how to reply to a letter of complaint with tact and the proper amount of firmness; she must be able to draw up schedules, plan itineraries, edit copy, and read intelligently from financial and cost statements. This is mere routine, but it cannot be done by a machine. It requires thought and training. What is wanted in such positions is what Emerson calls pure intellectual power—the ability to turn one's knowledge and intellectual faculties to any one of several tasks.

To turn out this sort of product to meet the growing need, commercial training is receiving the same wealth of thought and of research that is being devoted to every other branch of education today. It is not the catch-all of secondary education that it was a decade ago, but it is today full-grown vocational training with more than the average of cultural content.

But what constitutes culture?

The generally accepted idea in any age is to a great extent determined by the prevailing economic conditions peculiar to that age. The truth of this statement will become apparent when we survey the past. In ancient China culture was thought of as consisting largely of training in manners, practical philosophy, and literature; in Israel, culture was the study of the law and the prophets; in Athens, culture was independence of thought and proficiency in dialectics; in the middle ages, culture was theology, law and the technique of disputation in the Latin tongue; during the Renaissance, culture was humanism; at the time of the Industrial Revolution, the conventional training of the gentleman, also of scholarship consisting usually of Latin and Greek and some acquaintance with the philosophies of Aristotle, Bacon, and others, and at least a little knowledge of the political ideas of Burke, Blackstone, Montesquieu and Rousseau; and finally at the present time, the type of training which will produce the kind of culture which comprehends the cultivation and refinement of the "inner" personality, and the consequent ability to appreciate truth and beauty in their various forms. But today culture goes further and includes the idea of social efficiency. It does not deprecate honest labour either of mind or body. It is not unmindful of the fact that if society is to become more civilized, more cultured, the process must take place as a result of refinement and cultivation of the tastes, the acquisition of knowledge, and the redirection of the instincts.

Today our standard of culture demands self-mastery, courtesy, the power to think and to act; and Commercial courses, when properly presented, accomplish these ends. Commercial subjects place much emphasis upon the formation of good habits and the correction of wrong ones. Punctuality, neatness, courtesy, speed, endurance, perseverance are stressed; and these require the giving up of wrong habits, which Ruskin styles as self-culture. Then, too, habits of carelessness must be given up, lack of confidence must be replaced by self-reliance, accuracy, honesty, and dependability must be developed. Is not this development culture?

As a result of the West seeking the products of the East, and the East seeking the products of the West we not only have a world commerce in material commodities, but a world commerce in ideas and culture.

Public education has certainly fixed responsibilities that cannot be escaped. We cannot blind ourselves to the large number of high school graduates whose educational careers are ended without having obtained a means of making a living. This is one of public education's troublesome problems. The Commercial Department can in some measure help to solve the economic problem of the boy or girl who is not a college type, or who is barred for financial reasons. We have long considered it the right of every child to a healthy birth, an opportunity for proper play and recreation, and an opportunity for intellectual training. But if education is to develop him so that he may fit into his changing environment, we must recognize the ever present business transaction with which every individual comes into daily contact.

Time was when a man to be a leader in the world had to study Latin, Greek, and the higher Mathematics, and not much else. Later history and political science were added, and in recent years, in order to understand and be of service to the life about him, it was found necessary to have some knowledge of general science. But today we live in a still different environment. The scholar, the statesman, the scientist are all finding themselves a part of the business life of this age of commerce and industry. In this commercial age no one escapes. The doctor, the teacher, the mechanic, the farmer, the housewife, the club woman, must all know how to transact business, to keep accounts, to budget, and to understand the rights and duties which arise out of contractual relations, and if there are any of us who do not engage in salesmanship and advertising, we are certainly the victims thereof. Our language is being made over day by day as trade names are adapted into the common speech to express ideas that are more and more being effected by our commercial activities.

All of this means that many things that are vocational when they are a part of commercial education are also of general interest and value to us. To the extent to which our world is a world of art, of language, of politics, or science, those subjects become valuable features of our education. But when that world becomes dominantly a world of business in which commercial success shadows every other kind of success— and who can say that I am overstating the situation—then some introduction into business principles and practices becomes necessary.

The question exists as to whether or not we should set up certain goals or objectives for our students in high school. Some say we must be able to establish in the minds of the pupils definite aims and hold before them continually specific ideals towards which they should work. Others contend that the setting up of definite objectives is harmful because of the fact that this is a changing world and goals which we may set up today will not be desirable tomorrow. But the fundamentals have always existed—dependability, sincerity, honesty, and capability.

The general aim of commercial education is to provide the training necessary to earn a living in a competitive, economic world; to create character by training in the fundamentals of co-operation, obedience to the law, and a knowledge of the duties, rights, and privileges of citizenship. Commercial education today comprehends a wide field.

It is of two kinds: First, a highly technical course calculated to promote immediate entrance into the future success in commerce; Second, a more general training which is comprised primarily of the presentation of facts and ideas about business. The time has come when it is generally considered a good thing to know how to keep books or to use a typewriter whether or not the person who knows this ever uses his knowledge, just as it has long been considered good to have a knowledge of foreign language even though it is never used in life.

The mental development in the study of shorthand has been compared to the study of foreign language in that the synthetic building up of the shorthand outline in the mind compares to the same building up of the conjugated verb or the various declensions of the noun. There is the same discipline of applied rule and an equal mindfulness of the inevitable exception.

Two late Presidents of the United States, Wilson and Jefferson, studied shorthand in their youth, not to become stenographers or secretaries, but to enable them to better pursue the other studies essential to their subsequent careers.

Charles Dickens learned shorthand as a young man and was an unusually skillful and expert shorthand writer. He was, in fact, a verbatim reporter in the House of Commons while still a youth of nineteen. In *David Copperfield*, Dickens tells of his experience in studying shorthand. He says, "I plunged into a sea of perplexity that brought me in a few weeks to the confines of distraction. Every scratch in the scheme was a gnarled oak in the forest of difficulty and I went on cutting them down one after another with such vigor that in three or four months I was in a condition to make an experiment on one of our crack speakers in the Commons. Shall I ever forget how the crack speaker walked off from me before I began and left my imbecile pencil staggering about the paper as if it were in a fit?"

Commercial education is a relatively new development and it has grown faster than any other phase of the educational process. Last year Canada had over sixty thousand young people in training in vocational education in day schools. Of course this consists of those taking home economics and industrial arts as well as commercial work. In Alberta last year increased accommodation had to be provided for commercial education. In Saskatchewan commercial courses predominate. In the United States there are approximately ten thousand public high schools and five hundred universities offering commercial courses.



Unfortunately the doors of some of our own universities are still closed to commercial high school graduates, but we hope for a change in the not too distant future. Society shapes its own destiny. A community can be depended upon to fix its high school course according to its needs. In many places slowly but surely the academic restrictions of traditional college entrance requirements are relaxing and high school courses are being evaluated not on the basis of what the colleges dictate, but on the basis of what the pupils need. The mission of the college of liberal arts in common with the vocational school is to develop efficiency, the ability to do and to do well. But this is only half its mission—it is also to give vision. It is a true adage, "Where there is no vision the people perish". To the question, "How can I be best fitted to do my own work," let us add the larger question, "How can I be best fitted to do work for others?"

That our own Fredericton absorbs approximately seven times as many business as professional people is shown by the following figures. Including clergymen, physicians, lawyers, college professors, dentists, musicians, school teachers, and nurses, the professional people number little more than one hundred. The businesses include approximately two hundred and fifty, which would average at least one extra office helper besides the manager; public offices, including Dominion, Provincial, and Municipal Government offices employing about four helpers on an average; four banks, each using at least six people, making a total in all of over seven hundred. Hence since we cannot all enter the professions and only about ten per cent. of our high school graduates go to college anyway, why give a prolonged course in classics while secretly hoping the boys will come out big business men with the accent on the big. What's the matter with big business that we are ashamed of it? Are we trying to teach the children one point of view while setting the stage for their living another? That will never do.

But what about the rural school? Is there anything in the field of commercial education that would be of value to the boy or girl in the rural districts? The farmer is a business man in many of his relations with others. That he does not sit behind a desk amid the jellick and clatter of typewriters does not alter the fact that he is a business man in reality. But not all those who live in rural sections are farmers. One has only to think of the numerous merchants, garage men, filling-station operatives, etc. With a few exceptions do the farmers, merchants, mechanics and others who live in the country come to the cities. If the older boys and girls in the rural schools, whose education will probably end there, could be given a course which would supply the kind of information that would enable them to act intelligently in the performance of business transactions and avoid mistakes and embarrassments which must come when one is confronted with more than the simplest situations, they would undoubtedly owe an everlasting debt to the educational system. A course in Junior Business Training might be given including some of the following possibilities: a general understanding of the whole scheme of production and exchange; a working knowledge of the functions of transportation and communication in marketing; where,

when, and how to purchase should be given careful consideration by the farmer as well as by the merchant; the functions of credit banking; the fundamental principles and an appreciation of insurance; a working knowledge of the more common principles of commerce, how these principles pertain to contracts, negotiable instruments, deeds, mortgages, and wills. Since certain legal relationships are bound to arise wherever a business transaction occurs, some knowledge of the legal principles is necessary for everyone.

The commercial subjects will therefore serve two very desirable functions. They will give a much needed training and information to those who remain in the rural communities, and at the same time they will accomplish to a large extent the aim of vocational guidance in affording a tryout work which will enable many students to find the work to which they are best fitted.

In order to succeed commercial education must inculcate in its students the right attitude toward their work in the office. They must have instilled the habit of giving enthusiastic loyalty and being more concerned with what they put into their work than what they take out. They must be trained to lead useful lives and to fit into the community to the best of their ability. In short it must help them to build up a more abundant life and to make the best use of what they have, as Horace Carlisle says in his little poem called "Lindbergh's Luck"

"I had the safest monoplane  
That ever took the air,  
I had the smoothest engine of  
Which science is aware,  
I had the truest instruments  
That ever led a lad—  
And hope I made," young Lindbergh said,  
"Good use of what I had."

Far greater than his conquest was  
O'er fog and rain and sleet,  
Far greater than a courage too  
Divine to fear defeat  
The greatest slogan of all time—  
To which no man can add—  
Are Lindbergh's words. "I hope I made  
Good use of what I had."

# Staff Register

## OF

### Vocational and Composite Schools

July 1, 1933 to June 30, 1934

School	Staff	Department
Campbellton Composite High .....	J. MacKay Anderson	Local Director
	A. B. Lumsden	Commercial
	Mrs. B. K. duGuay	Commercial
	W. C. Scott	Commercial
	Lucille Bridges	Home Economics
	R. A. Milburn	Industrial
	Margaret Callahan	French
	Lloyd Jamieson	Prevocational
	Borden DeLong	Prevocational
	Alice Boyd	Prevocational
	Flora MacDougall	Prevocational
Carleton County Vocational, Woodstock .....	R. W. Maxwell	Local Director and Agriculture
	Grace L. Caughlin	Commercial
	Helen Shaw	Commercial
	Florence M. Morton	Home Economics
	LaF. N. Rogers	Farm Mechanics
Edmundston Composite High .....	D. R. Bishop	Local Director
	Amedee Blanchard	Commercial
	Greta Hayes	Commercial
	Cecil Guerette	Commercial
	Henry Clavette	Prevocational
	Martin Therriault	Industrial
	J. Murillo LaPorte	Industrial
Fredericton Composite High .....	Minot H. Brewer	Local Director
	H. W. McFee	Commercial
	Mrs. Louise Bailey	Commercial
	Marion L. Ryan	Commercial
	Beatrice Phillips	Commercial
	A. Pearl Ross	Prevocational
	Dorothy Burpee	Prevocational
	Ivan L. Belyea	Home Economics
	J. H. Wetmore	Industrial
Newcastle Composite High .....	J. H. Barnett	Local Director
	R. F. Lumsden	Commercial



School	Staff	Department
Saint John Vocational . . . . .	Fletcher Peacock	Local Director
	W. B. Main	Industrial
	B. W. Kelly	Industrial
	G. H. Lordly	Industrial
	Bayard Stilwell	Industrial
	E. A. Fitzgerald	Industrial
	Jas. D. MacLean	Industrial
	W. H. Hayes	Industrial
	D. S. Connolly	Industrial
	S. Frederick Lucas	Industrial
	Rheta M. Inch	Home Economics
	Vera M. Wilson	Home Economics
	Julia T. Crawford	Home Economics
	Violet A. Gillett	Home Economics
	Lillian D. Curry	Home Economics
	Margaret O'Brien	Home Economics
	I. Newton Fanjoy	Prevocational
	Stuart MacFarlane	Prevocational
	R. H. McCready	Prevocational
	W. O. Wetmore	Prevocational
	Dona'd A. MacRea	Technical
	Ella I. Rogers	Technical
	I. Harriet Roberts	Technical
	Frederick Galbraith	Technical
	E. A. Rideout	Commercial
	Margaret A. Morrow	Commercial
	Katherine G. Kane	Commercial
	M. Clare Broderick	Commercial
	Elwood H. Brewer	Commercial
	Fleanor Ledingham	Physical Training
	William C. Bowden	Music

## Tuition, Non-Resident Students

### ATTENDING VOCATIONAL AND COMPOSITE SCHOOL

1933-34

Under the Non-Resident Clause of the Vocational Education Act the following School Boards received the amounts listed below:

Dist. No.	Section	County	School Attended	No. of Pupils	Amount of Rebate
1 ½	Atholville	Restigouche	Campbellton Com- posite High	5	\$ 93.33
14	Richardsville	"	" " "	3	56.00
2	Tide Head	"	" " "	4	111.99
15	West Bathurst	Gloucester	" " "	4	16.80
3	Baker Brook	Madawaska	Edmundston Com- posite High	2	22.40
2	Clair	"	" " "	2	28.00
4	Pelletier Mills	"	" " "	1	14.00
1 ½	Barkers Point	York	Fredericton Com- posite High	2	28.00
2	Devon	"	" " "	2	37.33
2	Kingsclear	"	" " "	2	37.33
3	Marysville	"	" " "	11	195.99
1	Nashwaaksis	"	" " "	5	93.32
3 ½	Penniac	"	" " "	1	9.33
3	Burnt Church	Northumberland	Newcastle Com- posite High	4	4.67
6	Douglastown	"	" " "	1	4.67
1	South Nelson	"	" " "	1	4.67
2	Bath	Carleton	Saint John Voca- tional	1	14.00
4	Bartlett's Mill	Charlotte	" " "	1	14.00
1	St. Andrews	"	" " "	1	42.00
2	St. Stephen	"	" " "	1	14.00
3	Notre Dame	Kent	" " "	1	14.00
1	Grand Bay	Kings	" " "	3	42.00
10	Gray's Mills	"	" " "	4	28.00
5	Kars	"	" " "	1	14.00
1	Kingslon	"	" " "	1	14.00
3	Rothsay	"	" " "	3	84.00
13	Studholm	"	" " "	1	14.00
	Sussex R.R. 2	"	" " "	1	25.20
2	Westfield	"	" " "	3	65.33
6	Douglastown	Northumberland	" " "	1	28.00
3	Cody	Queens	" " "	1	28.00
1	Welsford	"	" " "	1	42.00

1	Lancaster	Saint John	Saint John	Voca-24	592.66
			tional		
2	Lancaster	" "	" "	" 25	601.06
3	Lancaster	" "	" "	" 2	28.00
8	East Saint John	" "	" "	" 11	294.00
3	Andover	Victoria	" "	" 1	14.00
4	Riley Brook	"	" "	" 2	28.00
10	Shediac	Westmorland	" "	" 1	14.00
1	Bright	York	" "	" 4	28.00
9	McAdam	"	" "	" 4	28.00
Totals .....					134 \$2868.08
Totals, Year 1932-33 .....					122 \$2098.65



## Extract From the 1934 Federal Report on Technical Education

### SUMMARY OF DEVELOPMENTS

The extent of the work in each province and the trend of developments during the year under review are indicated by the following summaries of the annual reports submitted by the several provinces:

#### PRINCE EDWARD ISLAND

During the year ending June 30, 1934, the province of Prince Edward Island offered the following courses in connection with the Technical Education Act:

1. Short term courses in home economics, including cooking, millinery, dressmaking, home nursing, household administration, accounts and English reading. There were 40 students enrolled in this course.

2. Special courses in woodworking and drawing. One hundred and twenty-three students took this course.

3. Special courses for cheese and butter makers, including visits of instructor for inspection, and supervision and demonstration of work being done by students employed in factories. Enrollment for this course was 71.

4. Commercial course of two years to students having completed two years of high school work. There were 82 students in this course.

5. Special courses through schools relating to agricultural conditions. The enrollment for this course was 909.

The total enrollment for the year in all courses was 1,225, showing a slight decrease from last year when the enrollment was 1,280.

#### NOVA SCOTIA

The province of Nova Scotia reports that, with the distinct and sustained improvements in industrial activity, especially in coal mining, the registration of students increased in practically all of the branches of technical education which are carried on by the province. In the evening technical and coal mining classes, the number of pupils rose to 2,436, a increase of 114 over that of the previous year. In correspondence study courses 320 new students were enrolled, which was 44 more than entered in 1932-33. In many different ways evidence was present that there was a re-awakening of ambition and a renewed interest in technical training as a means of qualifying for employment and for promotion to greater responsibility. The province maintained all the services in vocational education except the extension courses in homemaking under the Women's Institute Division of

the Department of Agriculture which was temporarily suspended until the return of better times. The trade courses at the Nova Scotia Training School and the Halifax Industrial School were continued and improved in efficiency. The College of Art did not curtail its activities in any respect and sustained its attendance in the applied art and teacher-training courses well up to the level of the previous year. There are indications that there will be an augmented demand for all forms of secondary technical education coincident with the expansion of employment.

During the year conferences were held with the School Board and representatives of labour in the city of Sydney, with a view to providing guidance and vocational training for those unemployed persons who were receiving direct relief. Considerable progress was made, but definite organization to establish this service has not yet been completed. In the city of Halifax there is an emergent need for an expansion of high school facilities and there is a strong public opinion in favour of providing facilities for commercial and industrial courses to parallel the academic courses now available. There is a renewed interest on the part of some large corporations in organizing a modern form of apprenticeship to train skilled mechanics, as there will apparently be a dearth of trained workers, in some occupations, if there is a considerable expansion of industrial activity in the near future. No actual new developments were undertaken this year, but it appears as though the present is full of promise for extensions in the year to come.

#### QUEBEC

Although the province of Quebec has not undertaken any new activities during the year, there is a strong movement throughout the province in favour of vocational education in order that better training may be given to all classes of workers. The larger schools which are located in Montreal, Quebec, Hull and Shawinigan Falls, are working at full capacity, and admission has had to be refused to a great many applicants, particularly at the Montreal school, owing to lack of class-room space.

The number of students following the trade school courses has increased more rapidly than those following the technical course. This, the Director of Technical Education states, is due to the fact that the previous educational attainments in one case are limited to the ordinary high school entrance requirements, while at least two years of high school are required before entering the regular technical course.

A new industrial school for girls was opened during the past year in Montreal by the Sisters of the Congregation of Notre Dame. Its organization is well under way now and the authorities believe that it will prove a great boon to the young working girls in the Montreal district.

The industrial classes in various schools in some of the medium size towns have all operated normally during the year. The director states that, while their influence has not been as evident as it might have been, indications are that, when industrial prosperity has returned for a time, these units will prove of real help to our local industries.

The total enrollments throughout the province was 4,159 in day classes and 7,790 in evening classes.

#### ONTARIO

In the province of Ontario enrollment in day vocational schools rose from 24,513 in 1927-28 to 36,938 in 1932-33, an increase of 50 per cent in five years. The building of vocational schools in the same period, however, remained practically at a standstill. The consequent lack of accomodation has been overcome to some extent by "staggering" classes and otherwise dovetailing subjects of study. A successful organization of this type inaugurated in the London Technical and Commercial High School has been widely acclaimed and copied.

During the past year, evening class registration suffered a drastic reduction from 45,338 to 33,860. These conditions are partly self-explanatory. The day school population naturally increases as employment opportunities diminish, while the evening classes decline for lack of local support, which in turn, is attributable to financial stringency.

An interesting development of an administrative character which has arisen in recent years is the annual reunion of vocational school principals. Progress of thought and co-ordination of effort are assured through the medium of this annual conference, where all problems affecting the organization and management of vocational schools and departments are freely discussed. The conference is attended by the officials of the Department of Education, who not only interpret the policy of the department, but seek to obtain the viewpoint of these active administrators and to benefit by their wide experience.

Departmental effort is now being concentrated on improving the teaching ability of the instructors. Courses of study are submitted by the teachers and criticized constructively. Considerable benefit has accrued to the teachers, and incidentally to their pupils, through this voluntary co-operation.

The Department of Education recognizes the value of developing in the schools an intelligent study of science in its application to farming operations. Encouragement by way of grants to teachers and school boards in connection with school and home garden projects in the public and separate schools has long been part of the considered policy of successive administrations. Practical agriculture has also been taught for some time in three agricultural high schools, namely, Ridgetown, Renfrew and Beamsville. A new experiment is now being tried at Stamford High School, the object of which (if successful) is eventually to introduce into the high school curriculum a course of



study of actual practical value to a rural community. Effort is being focussed upon the possibility of demonstrating to the students, on farms adjacent to the schoolhouse, the scientific discoveries of the laboratory. The course outlined includes the study of bacteriology, agricultural chemistry, soil physics, animal husbandry and farm economics. Class-room studies are supplemented by actual operations on the land, by contact with livestock, and in becoming familiar with the machinery and other equipment employed in the process of farming.

The training of teachers in the practical subjects continues with excellent results. The process of converting mechanics into teachers of trade subjects has been highly successful. Originally the experiment was looked upon in some quarters with misgivings; but the men and women admitted for training have since demonstrated beyond dispute their ability to assimilate the principles of teaching and to transfer their practical knowledge to the pupils under their charge.

#### MANITOBA

The province of Manitoba reports a decrease in the number of day pupils from 3,141 last year to 2,874 in the present year. There has, however, been a big increase in the number of industrial or prevocational students. These prevocational students spend from 40 to 50 per cent. of their time at actual manipulative work in the shops and the balance of their time on academic work very closely related to their shop work. It is expected that a considerable number of the vocational pupils next year will be recruited from these classes.

There has been a decrease in the number of students taking commercial work. This is due to the fact that Grade IX students are no longer permitted to register for commercial work. All students must obtain entrance to Grade X before undertaking commercial studies.

#### SASKATCHEWAN

During the past year vocational education in Saskatchewan was conducted in the technical schools in Moose Jaw, Saskatoon and Regina. There were no outstanding changes in organization and the personnel of the staff in each school remained practically unchanged.

The year witnessed an increase in attendance, particularly in commercial classes. While this increase was no doubt due, in a large measure, to a normal educational interest, it was in part an evidence of the desire of our young people to make a profitable use of their time during a period in which gainful employment was not obtainable. The work in the industrial classes has become more definitely organized and general routine better established. Meanwhile definite progress has been made by a number of the teachers of industrial subjects in improving their academic background, while another year's experience in technical schools has given those teachers, drawn from academic sources, a closer adaptation to the special requirements of their pupils.

Progress was halted in so far as it depended to any great extent on special financial outlay. With reduced grants, an abnormally low percentage of taxes collectable and the difficulty in obtaining fees from a large proportion of the student's, financing has been difficult. Improvements in furniture and equipment has been confined chiefly to articles which the schools have been able to make for themselves from the raw materials, from old machinery, or from other materials.

While the tendency, unfortunately, has been for all salaries to suffer percentage reductions, the staffs as a whole have remained intact. This may be due to the zeal of the teachers or because of force of circumstances. In any event it is fortunate, particularly at the present stage of development of the work, as any considerable change in the teaching staffs would not only inevitably have halted the consolidation of the progress made in recent years but also have lost to the schools many of the benefits ordinarily accruing from the experiences of such a period of construction.

#### ALBERTA

The year 1933-34 has been one of growing activity in technical education for the province of Alberta. Day class enrollment increased from 3,775 in the previous year to 4,040 in the year under review, while evening class enrollment rose from 1,779 to 3,224. In the city of Calgary the increase in enrollment amounted to 16 per cent., while in Edmonton it was 13.5 per cent. In Lethbridge the School Board has made arrangements for a technical program for the coming year. Courses in electricity and motor mechanics will be offered for boys, while the girls will receive instruction in cooking, sewing and craft-work. In Medicine Hat a new commercial department has been organized for the coming year. Several of the smaller communities are seriously considering including technical subjects in their local schools.

The Provincial Institute of Technology and Art has had a good year. Electricity continues to be the most popular course, with motor mechanics a good second. A course which attracted considerable attention was one in geology and prospecting for those who desire to enter the search for, and development of, mineral wealth in the mountain country. This is a practical course for practical men and it is interesting to note that employment was quite easily secured by the majority enrolled, even in the junior class. The aviation department had a splendid year, with an increased enrollment. This department offers an attractive opportunity for students wishing to master the mechanics of air craft.

The evening class program has been well maintained. In Calgary, Edmonton and Lethbridge special evening classes were organized for the unemployed. The subjects offered included electricity, woodwork, farm mechanics, steam engineering, aeronautics, motor mechanics, geology and prospecting, chemistry, radio, drafting, mathematics, gas engine ignition, homesteading and farming, poultry raising, gardening, and show card writing. In the elementary and

commercial groups over 200 unemployed persons received service. The Director of Technical Education states that it is difficult to estimate the quieting effect of this work in these days of disturbing thought and uneasiness.

#### BRITISH COLUMBIA

In the province of British Columbia the number of day pupils attending vocational schools has risen from 11,613 in 1932-33 to 11,787 in 1933-34. Vocational courses are conducted in twenty centres throughout the province. In fourteen of these centres commercial courses are given; in nine centres technical courses and home economics courses are offered. The subject of agriculture is included in the high school courses in Chilliwack, Maple Ridge, New Westminster, Richmond, Salmon Arm, Summerland and Victoria.

In the Vancouver Technical School four courses are offered, namely:—

1. Four years' course for matriculation to university.
2. General technical course of four years for technical school graduation diploma.
3. Vocational courses of two years.
4. Special courses for students taking advanced technical instruction.

The enrollment in evening classes shows considerable improvement, having risen from 4,600 in 1932-33 to 5,754 in 1933-34. These classes are conducted in forty centres and include, apart from commercial and home economics subjects, courses in the following: technical drafting, machine construction and drawing, machine shop practice, motor mechanics, automotive electricity, electrical engineering, mining engineering, acetylene welding and cutting, building construction, sheet metal work, general and decorative concrete work, plumbing and steamfitting, painting and decorating, sign and pictorial painting, plain and ornamental plastering, radio, wireless telegraphy and telephony, printing and press work, show card writing, cabinet making and art metal work.

A pronounced call for instruction in mining arose owing to the demand for gold. The Department of Mines and the Department of Education collaborated and the result was that twenty-four classes were formed throughout the province.

Classes for unemployed were organized in three centres: In North Vancouver 151 students enrolled, in West Vancouver 183, and in Victoria 26 students. In addition, technical subjects were taught by correspondence, the staff of the Vancouver Technical School giving their services free. Eight hundred and seventy-two students, in the various camps for unemployed, participated.

In order to train and maintain a competent technical staff, teacher-training classes were formed. There were forty-three enrolled in classes for technical subjects and thirty-two in classes for commercial subjects.



Table I.

**MONEY AVAILABLE AND MONEY PAID TO THE PROVINCES UNDER  
THE TECHNICAL EDUCATION ACT FOR FISCAL YEAR  
ENDED MARCH 31, 1934**

Province	Amount Available	Amount Paid to Provinces
Saskatchewan . . . . .	\$190,596.65	\$ 45,970.55
Manitoba . . . . .	374,519.76	23,064.50
Nova Scotia . . . . .	168,544.52	47,691.52
Prince Edward Island . . . . .	12,344.83	12,344.83
<b>Totals</b> .....	<b>\$746,005.76</b>	<b>\$129,071.40</b>

Table II.  
VOCATIONAL SCHOOLS, TEACHERS AND PUPILS — SCHOOL YEAR ENDED JUNE 30, 1934

Provinces	Number of Municipalities Conducting Classes		Number of Teachers				Number of Pupils				Teachers in Training		
	Day	Evening	Day	Evening	Correspondence Dept.	Total	Day	Evening	Correspondence Dept.	Total	Schools	Teachers	Pupils (Teachers in Training)
Saskatchewan .....	3	3	86	54	.....	140	3 194	1 248	.....	4 442	....	....	....
Manitoba .....	6	2	100	65	.....	165	2 874	1 131	1 414	5 419	....	....	1
New Scotia .....	2	22	17	132	26	175	314	2 436	320	3 070	1	2	9
P. E. Island .....	1	....	30	.....	.....	30	1 225	.....	.....	1 225	....	....	....
Totals .....	12	27	233	251	26	510	7 607	4 815	1 734	14 156	1	2	10

Above table includes figures only for provinces which are still receiving grants under the provisions of the Technical Education Act of 1919, and amendments thereto.

**Table III.**  
**SUMMARY OF ATTENDANCE — ENROLLMENTS AND SUBJECTS OF STUDY**  
**EVENING CLASSES — 1933-34**

LOCALITY	General Education		French	Press-making	Cooking	Handcraft	Typewriting		Shorthand	Bookkeeping	Hairdressing	Woodworking	Blue Print Reading	Pattern Drafting	Structural Steel Drafting	Motor Mechanics	Electricity	Telegraphy	Chemistry	No. of Classes	Total Enrollment
	Male	Female																			
Edmundston	29	21					30	40	35			8	13	10		37				8	133
Fredericton		47		39	17	30		26	31											10	23
Moncton	23			101											34	34	18	18	10	12	155
Saint John	51	21		33	15		12	10		22	33									25	311
Totals	103	89	173		32	30	154			22	33	8	13	10	34	71	18	18	10	61	888

Number of Teachers Employed: Male, 16; Female 20; Total, 36



**Table IV.**  
**STATEMENT OF ATTENDANCE AND TEACHERS IN DAY VOCATIONAL CLASSES**  
**For Period July 1, 1933, to June 30, 1934**

MUNICIPALITY AND SCHOOL	DEPARTMENT	Full Time Classes		Part Time Classes	Number of Individuals Enrolled			Teachers						
		Total Enrollment	Average Attendance		Male	Female	Total	Full Time	Male	Female	Total			
Campbellton Composite High	Prevocational .....	146	121											
	Industrial .....	15	13.9											
	Home Economics .....	14	6.79											
	Commercial .....	80	68.6		112	143	255	10	5	5	10			
Carleton County Vocational	Agriculture .....	41	33.6											
	Home Economics .....	12	11.4	86										
	Commercial .....	21	18.4		93	124	217	5	2	3	5			
	Manual Training .....			57										
Edmundston Composite High	Prevocational .....	29	21.9											
	Industrial .....	18	11.											
	Technical .....	15	9.78											
	Commercial .....	64	59.		92	34	126	6	5	1	6			
Fredericton Composite High	Prevocational .....	12	11.22											
	Industrial .....	32	28.28											
	Home Economics .....	15	14.02											
	Commercial .....	65	57.36		67	57	124	8	2	6	8			

Newcastle Composite High	Commercial .....	34	29.3		16	18	34	1	1	1
Saint John Vocational	Prevocational .....	154	109.9							
	Industrial .....	209	154.2							
	Technical .....	71	55.3							
	Home Economics .....	78	51.3							
	Art .....	22	11.8							
	Commercial .....	234	178.4		435	333	768	28	17	28
	Totals .....	1381	1082.45	143	815	709	1524	58	32	58

## EXPENDITURES

## Vocational Department 1934

## ADMINISTRATION:

Salaries .....	\$ 3,629.92	
Travelling Expenses:		
W. K. Tibert .....	\$475.61	
Others .....	98.05	
	<u>573.66</u>	
Sundries .....	362.37	
	<u>          </u>	\$ 4,565.95

## GRANTS TO LOCAL BOARDS:

Campbellton .....	\$ 4,894.51	
Carleton County .....	3,883.00	
Edmundston .....	2,966.52	
Fredericton .....	5,401.52	
Moncton .....	294.58	
Newcastle .....	958.04	
Saint John .....	21,943.52	
Tuition Rebates to School Boards ....	2,868.08	
	<u>          </u>	43,209.77

TOTAL PROVINCIAL EXPENDITURE ..... \$ 47,775.72

Provincial Appropriation ..... \$ 49,250.00

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